

**Members**

Rep. Gregory Porter, Chairperson  
Rep. Terry Goodin  
Rep. Paul Robertson  
Rep. Robert Behning  
Rep. Timothy Harris  
Rep. Jeffrey Thompson  
Sen. Teresa Lubbers, Vice-Chairperson  
Sen. Phil Boots  
Sen. James Buck  
Sen. James Arnold  
Sen. Jean Breaux  
Sen. Connie Sipes



## **INTERIM STUDY COMMITTEE ON EDUCATION MATTERS**

*Legislative Services Agency*  
*200 West Washington Street, Suite 301*  
*Indianapolis, Indiana 46204-2789*  
*Tel: (317) 233-0696 Fax: (317) 232-2554*

**LSA Staff:**

Irma Reinumagi, Attorney for the Committee  
Francie Rowley-Lacy, Attorney for the Committee  
Chuck Mayfield, Fiscal Analyst for the Committee  
David Lusan, Fiscal Analyst for the Committee

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### **MEETING MINUTES<sup>1</sup>**

**Meeting Date:** October 1, 2008  
**Meeting Time:** 1:00 P.M.  
**Meeting Place:** State House, 200 W. Washington  
St., Room 404  
**Meeting City:** Indianapolis, Indiana  
**Meeting Number:** 3

**Members Present:** Rep. Gregory Porter, Chairperson; Rep. Terry Goodin; Rep. Robert Behning; Rep. Timothy Harris; Rep. Jeffrey Thompson; Sen. Teresa Lubbers, Vice-Chairperson; Sen. James Buck; Sen. James Arnold; Sen. Jean Breaux; Sen. Phil Boots.

**Members Absent:** Sen. Connie Sipes; Rep. Paul Robertson.

Chairperson Porter called the meeting to order at 1:10 p.m. Representative Goodin discussed the issue of increased costs to school corporations for student transportation, including the rising cost of fuel and the cost of maintenance and replacement of buses. He asked the staff of the Committee to research the issue and bring back information to the next Committee meeting. Committee members inquired about options to cut costs including reducing the number of school days per week to four, contracting with other school corporations to buy fuel at a guaranteed rate that includes escalators and de-escalators, and changing bus routes.

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<sup>1</sup> Exhibits and other materials referenced in these minutes can be inspected and copied in the Legislative Information Center in Room 230 of the State House in Indianapolis, Indiana. Requests for copies may be mailed to the Legislative Information Center, Legislative Services Agency, 200 West Washington Street, Indianapolis, IN 46204-2789. A fee of \$0.15 per page and mailing costs will be charged for copies. These minutes are also available on the Internet at the General Assembly homepage. The URL address of the General Assembly homepage is <http://www.in.gov/legislative/>. No fee is charged for viewing, downloading, or printing minutes from the Internet.

John Ellis, Indiana Association of Public School Superintendents, and Frank Bush, Indiana School Boards Association, stated that school corporations are very concerned about transportation costs and are looking for solutions.

Christopher Guidry, Director, Career and Technical Education Program, Indiana Department of Workforce Development (IDWD), gave a summary of IDWD's operations. He stated that IDWD provides leadership for state and national education initiatives and provides support for one Governor-appointed board. The IDWD staff works closely with the Indiana Department of Education (IDOE) and the Indiana Commission for Higher Education (ICHE) to provide a seamless comprehensive educational system through the tech prep program. He explained that the tech prep program is a sequenced course of study that combines at least two years of secondary education, beginning as early as ninth grade, and two years of postsecondary education. It is designed to help students gain academic knowledge and technical skills, and students often earn college credit for their secondary course work. Tech prep programs are intended to lead to an associate's degree, certificate or credential in a specific career field and, ultimately, to a high-wage, high-skill, high-demand employment or advanced postsecondary training.

Mr. Guidry reported that roughly 47% of the nation's high schools offer one or more tech prep programs. The U.S. Department of Education provides funding under the Perkins Act to help states and local educational agencies implement effective tech prep programs. These programs support students' transition to postsecondary education through dual enrollment, access to advanced facilities and labs, experiential learning opportunities, and exposure to college life. Approximately 20,000 secondary students throughout the State are enrolled in tech prep educational programs. Mr. Guidry summarized some of the programs and initiatives that are currently operating in Indiana. (See Exhibit A)

Seana Murphy, Director, 21st Century Scholars Division, Indiana State Student Assistance Commission (SSACI), presented information concerning SSACI's role in preparing students for college. She stated that SSACI uses 14 regional support sites to collaborate with school counselors and community partners to increase the awareness of the program and enrollment in the program. Partnerships include collaboration with LearnMore Indiana, the IDOE, Lumina Foundation for Education, Ball Brother's Foundation, Grant County Foundation, Hendricks County Foundation, Wayne County Foundation, Putnam County Foundation, Knox County Foundation, the Indiana Parent Resource Center's Parent Leadership Academy, University of Evansville, Indiana University, Purdue University, Indiana State University, IUPUI, Marian College, Butler University, University of Indianapolis, Franklin College, Indiana University Northwest, Indiana University South Bend, Indiana University Richmond, and Vincennes University. Her presentation also included a summary of a qualitative study and report of the Twenty-first Century Scholar's Program in Indiana prepared by the Center for Urban and Multicultural Education at the Indiana University School of Education at IUPUI. She explained the results of a study conducted by Purdue University concerning pre-college scholars, their parents, and the regional support sites that serve them. She also spoke about the new online application process for the program that was launched on July 15, 2008. (Exhibit B)

Matt Fleck, Assistant Director of Student Services, IDOE, discussed how IDOE supports college readiness through rigorous and relevant high school courses for all students by:

- (1) Requiring completion of Core 40 courses for high school graduation beginning with the Class of 2011 and requiring Core 40 end of course assessments tied to academic standards.
- (2) Offering:
  - (a) free PSAT testing for all 10th and 11th grade students in public

and state accredited nonpublic schools, and  
 (b) advanced placement tests in math and science free of charge to every 11th and 12th grader in public and state accredited nonpublic schools.

- (3) Coverage of any AP test for low income students.
- (4) Registration fee waivers for low income students taking the SAT or ACT.
- (5) Collaboration with the State Board of Education to provide additional college readiness assessments free of charge to all Indiana high school students.
- (6) Collaboration with ICHE and IDWD and Lumina to provide professional development opportunities for teachers and counselors.
- (7) Technical assistance to schools to fulfill the state law requiring every high school to offer at least 2 dual credit and two advanced placement courses.
- (8) Training of school counselors about the fast track to college program, double up for college and dual credit programs.
- (9) Collaboration with ICHE and Lumina on the KnowHow2Go campaign and Indiana e-Transcripts.
- (10) Creating and distributing graduation plan documents.
- (11) Creating state advisory teams and a committee on college success in collaboration with ICHE and the national college Access Challenge grant.
- (12) Implementing the No Excuses University which is a national college awareness initiative for elementary schools. (Exhibits C and D)

Dr. Charlene Alexander, Director, School Counseling Program, Indiana School Counselors Association, presented information concerning the standards for school counseling professionals, historical problems in school counseling programs, and school counseling trends. (Exhibit E)

Dr. Carrie Wachter, Post Secondary Vice President, Indiana School Counselors Association, discussed the impact that school counselors have on student outcomes. She stated that currently in Indiana there are approximately 411 school counselors that serve 255 high schools. There is an average caseload for each counselor of 362.16 students. This number is 112 students more than the recommended ratio of 250:1. She talked about how the percentage of language minority students, the percentage of students on free and reduced lunch, and the caseload of school counselors are all significant predictors of high school dropout rates. She further stated that together, the previously stated criteria predict 30% of shared variance in high school dropout rates. (Exhibit F)

Dr. Peggy Hines, Director, National Center for Transforming School Counseling, The Education Trust, Washington, D.C., discussed ethical standards for school counselors and the need for:

- (1) a clear unified definition of the role of a school counselor, and

- (2) professional development for school counselors and administrators.

She also discussed the role that school counselors play in ensuring college and career success for every student by:

- (1) creating data-driven school counseling programs aligned with the school's improvement plan to serve students better, and
- (2) leading and advocating for systemic change so schools may better serve student needs. (Exhibit G)

Stan Jones, Commissioner, Indiana Commission for Higher Education (ICHE), stated that Indiana currently ranks 35th in the nation in the average personal income of its residents and continues to experience skill shortages in critical occupations. He emphasized that in order to keep pace with the nation's top states, Indiana must produce more college graduates. He presented ICHE's strategic initiatives for higher education that were developed and adopted to meet that goal in the wake of Indiana's changing economy. The initiatives are in six key areas:

- (1) College completion:
  - (a) Restructure higher education state appropriations to focus on degree and course completion rather than enrollment growth.
  - (b) Substantially eliminate all remedial courses at Indiana's public four year colleges and universities.
- (2) Affordability:
  - (a) Ensure affordable opportunities for middle-income students.
  - (b) Expand Indiana's part time grant program and focus on the eligibility of working adults.
  - (c) Restore emphasis on degree completion.
  - (d) Simplify Indiana's state financial aid program by limiting factors to include only family income and family size.
  - (e) Increase participation in the Twenty-first Century Scholars program by targeting students who currently qualify but are not enrolled.
- (3) Preparation:
  - (a) Revise Indiana's standards for new teachers to provide clear and measurable expectations.
  - (b) Clearly define and set the content-level expectations for teacher preparation programs.
  - (c) Collect and publicize data on the quality and effectiveness of teacher education programs throughout the state.
  - (d) Ensure that high school students have the academic preparation they need to succeed in college.
- (4) Community college:
  - (a) Continue to define, brand and publicize what a comprehensive community college can provide.
  - (b) Increase the number of high school graduates who immediately continue on to college and graduate with an associate degree.
  - (c) Increase the number of working adults who attend college.
  - (d) Acquire workforce skills and graduate with an associate degree.
  - (e) Identify a core of general education courses that transfer as a

block to all public universities and that count toward meeting most or all university general education requirements.

- (5) Major research universities:
  - (a) Encourage cooperation among Indiana's universities to secure signature transformative projects for Indiana.
  - (b) Expand state funding incentives for research.
- (6) Accountability-- Publicize key statewide accountability indicators of success. (Exhibit H)

Jill Kramer, Senior Program Manager, Lumina Foundation, discussed Lumina's focus on access programs, including the KnowHow2Go program that promotes access, academic preparation, finding the right institutional fit, and financial aid. She also presented data concerning the number of Indiana residents, according to the U.S. Census bureau and the 2000 census, who were high school dropouts, high school graduates, had completed some college courses, have associate degrees, have bachelor's degrees, or have graduate or professional degrees. (Exhibit I)

Jim Fadely, Indiana Association for College Admission Counseling (NACA), presented information concerning NACA's programs and services that are designed to support the college admission counseling profession and the students it serves, which include:

- (1) National college fairs and performing and visual arts college fairs each year.
- (2) A national conference.
- (3) Professional development workshops.
- (4) Publications.
- (5) Public advocacy.
- (6) Research initiatives.
- (7) Technology including NACA's web site.

Mr. Fadely emphasized that counselors are the gateway to college for students and that there is a great need for the reduction of the current student to counselor ratio. He also discussed how counselors can be more effective at their job by having a comprehensive plan for student success through one on one interaction between the student and the counselor throughout the student's high school matriculation that includes:

- (1) Discussions on the student's strengths and goals.
- (2) Planning a course of study that will prepare the student to be successful in college or the workforce. (Exhibit J)

Julie Sharpe-Baumgart, Professional School Counselor, Granville Wells Elementary School, discussed the current trend to reduce the number of elementary school counselors in spite of a growing need for professional school counselors at the elementary school level. She pointed out that elementary school counselors are needed to help students address the following issues:

(1) Creating a graduation plan (required under current law for students in the 6th grade).

(2) Enrollment in the Twenty-first Century Scholars Program (students in 6th grade are eligible to enroll).

(3) Participation in the No Excuses University program, and comprehensive developmental guidance. (Exhibit K)

Leah Hooper, professional counseling student, discussed her passion to be a professional school counselor and advocated for outcome based accountability for counselors and an increase in counseling positions at schools. She also expressed concern that school counselors are inundated with mental health issues that are not in line with their job skills.

Senator Lubbers encouraged the audience to keep in mind that many issues are not best addressed by legislation but that the Committee will consider certain findings and make certain recommendations.

Chairperson Porter presented a handout to the Committee members that included guidelines for potential recommendations that the Committee could make in its final report. (Exhibit L) He encouraged the members to review the document and contact him with any questions, concerns, findings or recommendations to be included in the final report that will be voted on at the next Committee meeting.

The next Committee meeting was scheduled for October 22, 2008 at 1:00 p.m. The meeting was adjourned at 4:10 p.m.